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AUTHOR Bondi-Wolcott, Jean; McKee, Barbara Gelesko
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ABSTRACT

The paper describes a week-long transition education program for hearing-impaired high-school students, offered by the National Technical Institute for the Deaf. The college experience program is designed for deaf students between their junior and senior years of high school and has been implemented for 4 years. The program focuses on career awareness using exploration activities in five technical disciplines (business, science, engineering, computer science, and visual communications). Students are assigned to counseling groups of approximately 10 students. The technical exploration sessions are presented by university faculty members and focus on self awareness; required academic and job skills; and identification of interests, values, abilities, and lifestyle goals. The program also provides an introduction to college life and deaf culture in the Rochester (New York) area as well as a 3-hour parent transition workshop and experiential evening activities aimed at enhancing students' awareness of teamwork, risk taking, and personal achievement. A sample schedule is provided. Information on program participants and program development is provided, as are administration and cost considerations and suggestions for program evaluation. Examples of program worksheets are appended. Contains 11 references. (DB)

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EXPLORE YOUR FUTURE: BRIDGING THE GAP BETWEEN HIGH SCHOOL AND A TECHNICAL COLLEGE EDUCATION

Jean Bondi-Wolcott
Educational Support Services Program

Barbara Gelesko McKee
Educational Research and Development

Rochester Institute of Technology
National Technical Institute for the Deaf

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EXPLORE YOUR FUTURE:

A HIGH SCHOOL TO COLLEGE TRANSITION PROGRAM

Introduction

The 1983 Amendments of the **Education of the Handicapped Act of 1973** (EHA P.L. 98-199) sought to address the major educational and employment transition difficulties encountered by handicapped youth. State legislation during the past decade has also begun to address this important need. In fact, the recent attention being given to such programs has been so great that such "transition programs" were the focus of an entire issue of **Exceptional Children.** In that issue, Frank Rusch said "...the significant societal and personal costs associated with the unemployment and underemployment of these youth have raised the issue to the level of national priority" (p. 487)

However, most of the literature in this area has focused on transition programs for retarded youth. "The major contributors to the literature have been those involved in research and demonstration projects addressing the transition needs of youth with moderate and severe levels of retardation (Knowlton & Clark, p. 562). The number of such programs for students with the potential for college level work but who possess educationally relevant handicaps, such as deafness, is still small. It is important for us to keep in mind the broad definition o f **"transition."** The conceptual bases underlying the transition from school to work is just as relevant for physically handicapped students moving from the relatively protected environment of home and high school programs to the more independent collegiate environment. **Explore Your Future** is a week-long transition education program for hearing-impaired high school students that has been offered for the past four years by the National Technical Institute for the Deaf, one of the ten colleges of the Rochester Institute of Technology.

Rationale for the Program

For the past twenty years, the National Technical Institute for the Deaf (NTID) has been training deaf students for employment in a variety of fields. NTID, through its three schools and twelve instructional departments, offers students associate degrees, certificates and diplomas in more than twenty fields. Through the other eight colleges of RIT, students can obtain bachelor or masters degrees in over 200 technical areas. NTID (and the other RIT colleges) have long espoused a multi-faceted approach to easing the school-to-work transition, weaving work concepts into the student's learning experiences. Strategies include co-op, other work experiences, simulated work environments, and the infusion of work concepts into coursework. Efforts to ease the transition from high to college have been fewer and of more recent origin.

The continuing concerns expressed by NTID instructors and counselors regarding students' lack of knowledge about the various field of technology, appropriate work attitudes, and decision making skills, prompted the Institute to approach the secondary school audience with a systematic program of career outreach activities. The transition addressed for high school deaf students consists of a move from secondary school to the next appropriate life choice, be it work or training at the postsecondary level (Egelston-Dodd, 1987).

Leaving a high school environment, either mainstream or residential, can be a stressful experience. It can be especially traumatic for deaf adolescents who may have developmental and experiential deficits resulting from their deafness.

To make deaf students and their parents aware of the combination of skills and attitudes needed to succeed in the study of math, science, and technology, a transition education program was designed and titled **"Explore Your Future."** This one week college experience is designed for deaf students between their junior and senior years of high school and has occurred for the past four years in July on the RIT/NTID campus.

A Brief Description of the Program

The "Explore" program focuses on career awareness using exploration activities in five technical disciplines (business, science, engineering, computer science and visual communications) to develop an understanding of how all technologies relate to each other and how they relate to the individual.

Students are assigned to counseling groups of approximately ten students each, led by a career development counselor. Counselors attend all five technical exploration presentations with their student group. Counseling presentations promote development and clarification of values, and decision-making for the future.

NTID faculty and staff members from the Schools of Business Careers, Science and Engineering Careers, Visual Communications Careers and the Division of Career Opportunities present the programs. The technical exploration presentations are complemented by an array of experiential content and personal development activities focusing on: self awareness through vocational assessment and career exploration activities; knowledge of academic skills and

job requirements for various technical careers; identification of interests, values, abilities, and lifestyle goals related to careers; decision making; understanding college life (getting along with others, studying, time management, separation from home). The program also offers an introduction to deaf culture, yoga, the theater, the Rochester area and local industry.

A sample weekly schedule is presented on the next two pages. The five sessions labeled **Technical Awareness** (page 5) cover the five content areas of science, business, engineering, computer science and visual communications and are taught by faculty members from those areas. The material covered in these two hour overview sessions are generally left up to the technical departments with only broad guidelines given to the planners. The sessions labeled career awareness are primarily led by the career development counselors. These sessions build on the technical sessions and focus on work values and decision making. Social activities and personal development activities fill most of the evening hours (see page 6). Many of the evening activities are lead by student assistants. The sessions labeled **Red Barn Activities** on the evening schedule are outdoor experiential activities aimed at enhancing students' awareness of teamwork, risk taking and personal achievement.

In addition to the programming offered to students during the week, a three hour parent **Transition Workshop** focuses on the development of the deaf child from adolescence to adulthood. This workshop attempts to help the parents understand and appreciate the transition from a dependent parent/child relationship to a more autonomous relationship between themselves and their maturing deaf adolescent.

EXPLORE YOUR FUTURE

DAYTIME SCHEDULE

JULY 9-16, 1988

	Saturday, July 9	Sunday, July 10	Monday, July 11	Tuesday, July 12	Wednesday, July 13	Thursday, July 14	Friday, July 15	Saturday July 16
7:00			Breakfast 7:00-8:00	Breakfast 7:00-8:00	Breakfast 7:00-8:00	Breakfast 7:00-8:00	Breakfast 7:00-8:00	
7:30								
8:00								
8:30		Continental Breakfast 8:15-9:15						
9:00			Career Awareness 8:30-9:30	General Session 8:30-9:00	Career Awareness 8:30-9:30	Career Awareness 8:30-9:30	General Session Wrapup Discuss. 8:30-9:00	
9:30				Technical Awareness 9:30-11:30				Breakfast 9:00-10:00
10:00		Program Overview					Individual Counseling Hours	
10:30		Administration of Holland Inventory 9:30-11:30	Technical Awareness 10:00-12:00		Technical Awareness 10:00-12:00	Technical Awareness 10:00-12:00		Bye Bye Games 10:00-11:30
11:00							Recreation 9:00-12:00	
11:30		Brunch 11:30-12:45		Lunch 11:30-1:00				
12:00			Lunch 12:00-1:30		Lunch 12:00-1:00	Lunch 12:00-1:00	Lunch 12:00-1:00	Lunch 12:00-1:00
12:30								
1:00		Testing DAT 1:00-2:30		Career Awareness 1:00-2:00	Industrial Tour 1:00-5:00			Graduation Ceremony 1:00-2:00
1:30								
2:00	Move In 1:00-3:00		Career Awareness 1:30-2:30			Test Interpretation	Individual Counseling	
2:30				Technical Awareness 2:30-4:30		Personal Social 1:30-3:30	Recreation 1:30-3:30	
3:00								
3:30		Individual Counseling Hours	Individual Counseling Hours			Test Interpretation	Intra-mural Group Competition 3:30-5:00	
4:00	Orientation 4:00-5:00	Scavenger Hunt 3:00-5:00	Recreation 3:00-5:00			Personal Social 3:30-5:00		
4:30				Free Time 4:30-5:00				
5:00								

Rochester Institute of Technology
National Technical Institute for the Deaf
One Lomb Memorial Drive
Post Office Box 9887
Rochester, New York 14623-0887

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This material was produced through an agreement between Rochester Institute of Technology and the U.S. Department of Education.

EXPLORE YOUR FUTURE

EVENING SCHEDULE

JULY 9-16, 1988

	Saturday, July 9	Sunday, July 10	Monday, July 11		Tuesday, July 12		Wednesday, July 13		Thursday, July 14		Friday, July 15
5:00											
5:30	Dinner 5:00-6:00	Dinner 5:00-6:00		Dinner 5:00-6:00		Dinner 5:00-6:00		Dinner 5:00-6:00		Dinner 5:00-6:00	Dinner 5:00-6:00
6:00	Free Time 6:00-7:00	Rochester Tour 6:00-9:00	Red Barn Dinner 5:00-9:00 — Canoeing Dinner 5:00-9:00		Red Barn Canoeing 5:00-9:00		Red Barn Canoeing 5:00-9:00		Red Barn Canoeing 5:00-9:00		Free Time 6:00-7:00
6:30				Personal Social Awareness — Computer Games — Trivia — Movie — 6:30-8:00		Personal Social Awareness — Theatre — Trivia — Yoga — Movie — 6:30-8:00		Computer Games — Trivia — Movie — 6:30-8:00		Theatre — Trivia — Yoga — Movie — 6:30-8:00	
7:00	New Games 7:00-9:00										Talent Show 7:00-9:30
7:30											
8:00											
8:30				Personal Social Awareness — Computer Games — Trivia — Movie — 8:30-10:00		Personal Social Awareness — Theatre — Movie — Yoga — Trivia — 8:30-10:00		Computer Games — Trivia — Movie — 8:30-10:00		Theatre — Movie — Yoga — Trivia — 8:30-10:00	
9:00		Free Time 9:00-9:30									
9:30	Pizza Party 9:00-10:00	Discussion 9:30-10:30									Ice Cream Social 9:30
10:00	Floor Meeting 10:00-11:00		Discussion 10:00-11:00		Discussion Floor Meeting 10:00-11:00		Discussion 10:00-11:00		Discussion 10:00-11:00		
10:30											
11:00											

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Description of Participants

All students accepted for **Explore Your Future** must have a severe to profound hearing loss and the need for educational support. They must also have an educational background that shows a probability for success in a technical post-secondary program, including a strong aptitude for math and science. No minimum grade point average or test score is required for entry into the program. Recommendations of high school counselors, teachers, vocational rehabilitation counselors, or in some cases parents, are the most usual method of gaining admittance to the program. Students must also have references that indicate personal and social maturity; have successfully completed their junior year of high school; and indicate an interest in technological education.

The summer of 1985 was the pilot year for the program. There were 18 participants representing 10 different high schools (seven of the schools were in New York, two in Pennsylvania and one in California). Very little test data was maintained on that initial group of students. Most were admitted to the program based on counselor recommendations. Simultaneous Communication was the preferred communication mode of most of the students (12 of the 18) followed by sign and lipreading (4 of 18).

In 1986, sixty-three students from fourteen states applied and were accepted into the program. Fifty-three students from thirteen states actually participated in that year. In 1987, one hundred and five students applied and one hundred and four were accepted. Ninety-six students from twenty-four states, including Hawaii, actually participated in the 1987 program.

The average age of the 1987 participants was 17.4 years, fifty-one of the students were male, forty-five female. Sixty-one of the students came from mainstreamed programs, 25 from schools for the deaf and ten students attended hearing schools with program for the deaf.

Thirty-eight of the 1987 participants (out of 96) received support for the program from Vocational Rehabilitation, forty-four from parents and fourteen students were provided scholarship or awards by school districts and/or community organizations.

During 1988, 76 students applied and were accepted into the program. Sixty-seven students actually participated in the program representing 19 states including Alaska. there were 44 males and 23 females. Eighteen of the students were classified as minority. Thirty of the 67 students were from mainstreamed programs, thirty-one from schools for the deaf and six were from hearing schools with programs for the deaf. Thirty-nine of the students (58%) received support from VR to attend, twenty-four (36%) were supported by their parents and four (6%) received some sort of scholarship.

Table 1 on the following page summarizes the demographic background information that is available on the students. Not all information was recorded for each year of the program. The Differential Aptitude Test was not administered until 1987 when it began to be used in conjunction with the Holland Interest Inventory to help students identify their interests and skills.

Table 1

Available Demographic Information on EYF Students

Variable	1985 EYF Group N=18	1986 EYF Group N=53	1987 EYF Group N=96	1988 EYF Group N=67
Sex				
Male			53%	66%
Female			47%	34%
Geographic Region				
New York	61%	49%	24%	36%
Northeast	28%	30%	26%	3%
Southeast		8%	17%	23%
Great Lakes		13%	16%	16%
Other	11%		16%	22%
Communication Mode				
ASL				
Signed English	89%			
Oral/Aural	11%			
Payment Method				
Parent			46%	36%
Voc Rehab			40%	58%
Scholarship			14%	6%
High School Program				
Mainstreamed			64%	45%
School for the Deaf			26%	46%
Hearing School with deaf program			10%	9%
Mean DAT Scores			69 percentile*	

*8th grade norms

Development of the Program

NTID has offered a summer orientation program for newly admitted freshman for many years. This program called the **Summer Vestibule Program** (SVP) varied in length over the years from six weeks to five weeks to the current length of four weeks. SVP primarily focuses on helping students understand the various programs and majors offered at NTID/RIT and helping them select the program that best fits with their own interest, skills and aptitudes. In the beginning, the developers of EYF envisioned as a mini-SVP. However, a review of the literature and a survey of educators of deaf persons in residential and mainstreamed programs revealed some needed differences in programming for the younger student. Such students have frequently not yet decided on a college (or even if they will attend college) and are more naive in many realms including knowledge of technical areas, awareness of their own career related values and awareness of their own interest and skills.

One important difference between pre-college programs and programs aimed at high school students is the degree of parental involvement. Melsegeir (1982) examined parent's influence on occupational goals for deaf students and found good communication between parent and child to have significant impact on the child's career development. Mendelsohn and Fairchild (1985) reported that parents of "older deaf children" are in critical need of help from professionals on how to provide skills to enable the deaf adolescent to make a successful transition to adulthood. Several studies supported the conclusion reached by Hansen and Caulfield (1969) that there is a desperate need for parents to have some career information so that they are aware of the variety

of occupational fields available to their children and the rapid changes in these field. A certain amount of parental involvement was built into EYF from the beginning of the program Over the past few years, the information provided parents in conjunction with EYF and the parent workshop component of the program has increased in size and in the amount of emphasis given to that component by the program staff.

Unlike many summer orientation programs for students already accepted and planning to attend a college, a program such as EYF must take a more general approach to technical areas. This is sometimes difficult for faculty who are used to focusing on requirements for specific majors. The program administrators worked with individual faculty and/or departments to encourage them to take a generic view of their content areas. The development of the **Cube of Knowledge** and the use of the terms: **People, Data, Things, Ideas** to discuss various occupations and technical areas made it easier for both students and faculty to see relationships between disparate concepts, activities and occupations.

Suggestions for developers of similar programs would include the two ideas discussed above: **Build in parent education experiences as a significant component of your program.** Provide parents of participants relevant literature and offer them workshops and/or discussion opportunities. This program component should be given as much care in the program planning as activities for students. **Technical content faculty should be given a model that helps them focus on the generic aspects of the content they will be presenting.** The

"people, data, things, ideas framework, accomplished this goal for EYF but other models are possible. Since the students attend the technical knowledge presentation in groups of eight to ten we also asked the faculty to build in some kind of hands-on experience during the two hour sessions. Such experience might include time on a computer or some kind of simulation game. The point is to try to make the sessions fun and interesting and well as informative.

Administration and Cost Considerations

Our experience with EYF has led us to make the following general recommendations about the administration and funding of such programs:

1. **Assign the program administrative functions to one person.** Administrators of transition programs aimed at high school students may have far more interaction with parents and high school or V.R. personnel than typical college faculty or administrators. At times, decisions will have to be made on the spot on the telephone; particularly decisions about admitting students or providing needed dormitory services, etc. It is important that parents and high school personnel have one person they can reach who is not only knowledgeable about the program but can make decisions about the program if that becomes necessary. It is also easier to obtain faculty cooperation if the expectations for the faculty are clear and limited (e.g., "you have two hours on Wednesday morning to present your information; at least 30 minutes of those two hours must be some kind of hands-on experience").

2. **The program must be given a reasonable budget and not be expected to break**

even for several years. In most cases, student fees will never be able to cover the entire cost of the program and outside funding must be sought or the college must decide to absorb part of the cost of the program as a public service and/or recruitment project. The pilot year of EYF (1985) cost NTID approximately $4,500 above the income brought in by student fees and a New York State Vocational Education grant. By 1986, that amount had been cut to less than $2,000 and for the past two years, the program has been completely funded by participant fees and grant dollars.

3. EYF has received state grant money for each year it has been in operation. The first year, the grant was from the Vocational Education Amendments special set-aside funds for handicapped students. For the last three years, funding for EYF has been included in larger R.I.T. grant applications for **Future Oriented Technological Instruction.** The applications have been made through the New York State Education Department but funds are federal dollars administered by the states and authorized by the Vocational Education Act of 1984 (Parts II-A and II-B) Other funding is also available. For example, the Education Department's Office of Special Education and Rehabilitative Services provides funds through its secondary education and transitional services for handicapped youth program. We have included in the appendix, a page from the **Federal Register** from several years ago describing three such programs. People interested in obtaining information about such funding sources are urged to contact the grants administrator on their campus or within their school systems.

4. **Advertise extensively.** In the case of EYF, this meant primarily developing a brochure that was sent to appropriate high schools, parent groups and organizations for the deaf. NTID admissions counselors were also requested to tell school personnel and parents about the program. However, word of mouth is probably the best recruitment tactic. Once students have attended the program and had an enjoyable and worthwhile experience, they go back to their home towns and tell their friends and siblings about the program.

Evaluation and Research Data

Evaluation has been built into the program since the first year. Rather than presents the results of those evaluation studies, we have chosen to present a list of evaluation techniques that we have found yield valuable information for us and that we feel could be easily adopted (or adapted) to any such program.

1. **Student Journals or Daily Logs** Such journals have a variety of uses. They may be used to gauge student feelings and attitudes about various activities and changes in attitudes as the program progresses through the week (or any time span of more than one day). They can be used to demonstrate student growth or attitude change from beginning to end of the program. The ability demonstrate the impact of the program on students' knowledge or attitudes is particularly important if you are getting funding from sources focusing on individuals such as when V.R. pays the fee for some students. In such cases, V.R. (or other funding agencies) may require documentation that the participants gained something from the experience.

2. **Debrief Your Program Personnel** After an activity has been completed gather all staff involved for a discussion of what occurred. This debriefing should be accomplished as soon as possible after the end of an activity. Try to hold debriefings throughout the program, not just at the end of the week. Most of the instructors will be very much aware of what portions of the activity went well and what portions could have been improved. It cannot be emphasized enough, how important it is to do such debriefings quickly, even after forty-eight hours minor things that occurred during the activity begin to fade from memory. These debriefings should be taped. Written summaries of the discussions and suggestions for modifications can wait until later. We think you will find that staff comments will fall into three categories:

   (a) Comments related to instruction: Such comments will take the form "the students didn't understand that overheard" or "they really enjoyed talking to the students who had graduated from our data processing program"-- Such comments should be turned over to the appropriate instructional staff.

   (b) Comments related to application of information: Such comments might take the form of "the students' didn't really understand the point of that activity" or "the new test interpretation form really helped students see how they compared with students in different majors"--Such comments should go the counselors or whoever is assigned to help students process they information they are getting from the different activities and presentations.

(c) Comments related to administration of the program: Comments might include things such as "the room was not really appropriate for this activity" or "I think the check-in procedure for parents was really disorganized"--Obviously, such comments are for the program administrators.

We think you will find that frequent, timely debriefing sessions will be the most important and useful method you can find to improve your program from year to year.

3. **At the end of the program have students complete an overall survey.** Student journals or daily logs will help you track changes over the program time period. However, it is still useful to get a broad view of the program as seen through the eyes of the participants. This end-of-program questionnaire should be simple and contain items such as: "What activities did you like the most?, the least?" "What activities did you think helped you learn the most? What were the three best things about this week?-- the three worst things?

4. **Build in some simple cognitive tests** Checking on student learning can be accomplished in a variety of non-threatening ways. Students can be asked to verbally discuss the main points of a technical presentation, with such a discussion occurring during their sessions with counselors. Word games or cross-word puzzles with technical terms can be developed. Activities requiring students to demonstrate decision-making processes they have been taught can be developed. Worksheets on the various technical presentations

can be developed to help students see the relationships between the various presentations. Several examples of these types of checks on student learning are included in the Appendix to this report.

5. **Have parents complete a brief questionnaire at the end of the parent workshop.** Most parents appreciate being asked for their opinion and as long as the questionnaire is relatively brief, such an effort should be well received and should yield useful information. We recommend having the parents rate the various parts of their workshop (useful to a waste of time; interesting to boring--use whatever adjectives are appropriate) and then ask an open-ended questions about improving the program next year.

6. **A few weeks or a month after the program, send parents and participants a follow-up questionnaire.** After parents and students have had time to discuss their experiences with each other and with friends and family, they may have a slightly different perspective than when they were immersed in the program. It is often useful to find out how they are feeling about the program at that time. Ask them what they now feel are the most important things they learned? What if anything, they would like to know more about? Would they be interested in follow-up sessions? etc. Participants and parents of participants can be some of your best recruiters for future programs so it makes sense--for a variety of reasons--to find out what they are thinking (and probably saying) about the program after a short time span.

7. **Use subjective counselor ratings for overall student assessment.** EYF counselors complete a form called "Student Review" (see appendix) as a general student assessment that is shared with the student, their parents, high school personnel and, if requested, VR counselors. The Student Review covers attendance, participation, completion of tasks, technical and personal awareness and overall ratings of how much the student benefited from the program. Such reviews become the "report cards" that are so often requested by parents and counselors while allowing the flexibility and sensitivity to individual differences so necessary for programs of this type.

8. **Have students complete their own personal assessment.** As a complement to the counselor completed "Student Reviews", the participants complete a "Student Interest and Aptitude Profile" that allows them to capture what they have learned about themselves during the program (see appendix). Students are asked to list their interests and aptitudes and how these relate to jobs or careers they have learned about. They are also asked to list methods (courses to take in their last year of high school, hobbies to pursue, discussions to have with parents, etc.) of achieving the career goals they have identified. These "Student Interest and Aptitude Profiles" are also shared with parents, high school counselors and vocational rehabilitation counselors.

Future Research Plans

Research on EYF students--separate from program evaluation--is just now in the planning stages. We at NTID are particularly interested in those EYF students who eventually come to NTID. Of the 18 students who participated in the 1985 pilot class, 17 eventually enrolled at NTID. From the fifty-six 1986 EYF students, 30 eventually enrolled at NTID and of the 96 students who attended the program in 1987, fifty-four enrolled at NTID this past fall.

We already know that EYF students have slightly better grade point averages at the end of their first few quarters than non-EYF students and we are currently attempting to determine if they change majors less often. For the first time this year, we have enough students who have gone through the program and entered NTID that we can begin to look at such things as attrition rates compared to students who did not attend the program, type of degrees or diplomas obtained and (of major interest to us) success in their program of first choice. This is an important variable to us, since many NTID students have difficulty finishing the program they first enter and end up settling for an associate degree instead of a bachelor's or a diploma instead of an AAS.

We also hope to send out a survey to EYF participants who did not attend NTID and find out what they did after graduating from high school. Finally, we have considered surveying parents who attended the parent workshop to see if they continued their active involvement in the career education of their children and if they are satisfied with the career choices of their children.

In Summary

"Explore Your Future" has evolved from a pilot program of 18 students and approximately 25 parents from three states in 1985 to a national program with 96 students, and 90 parents from 24 states in 1987.

The lesson learned during this period is the strong and continual need for transition education. Deaf students face the same hard decisions and multi-faceted choices as their hearing peers. Extended orientation to the postsecondary experience enhances better decision making and optimizes their opportunities for success. Students who go through such a program are more aware of themselves, their skills, their interests, their abilities, and their career options.

If you would like more information about "Explore Your Future" please write to:

Jean Bondi-Wolcott
Educational Support Services Programs
National Technical Institute for the Deaf
Rochester Institute of Technology
One Lomb Memorial Drive
Rochester, New York 14623

Some other articles that have been written about the program include:

Bondi-Wolcott, Jean. (1988) Explore your future: A transition education program for deaf high school students. Paper presented at the **Third Biennial Postsecondary Educational Consortium Conference on Nurturing Experience for Hearing-Impaired Students.** University of Tennessee, Knoxville

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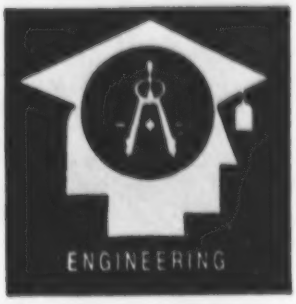
Appendix

The following pages are selected examples of worksheets from the EYF manual and the copy of a page from the Federal Register mentioned in the text.



ENGINEERING EXPLORATION OBJECTIVES

At the completion of this experience students shall be able to:

1. Perform basic mathematical calculations to help solve a problem.
2. Read and follow a set of directions.
3. Work as a member of a team.
4. List at least three skills that are required to be successful in engineering technologies.
5. List at least three types of equipment that are used in engineering technologies.
6. Log on and load an engineering drawing (file).
7. List parts of a CAD system.
8. Write a brief summary of the activities performed and give to your mentor tonight.

Student Name _____ Counselor Name _____

HOMEWORK

1. From your "Work Values Planning Board" list your three highest values and explain your reasons for each.

1st choice _____

2nd choice _____

3rd choice _____

2. From your "Work Values Planning Board" list your lowest (12th) work value and explain your reason:

_____

_____

_____

3. How, where, or by whom, did you learn each of your choices (4) above:

_____

_____

_____

_____

DECISION MAKING SITUATION

Mary and Susie became roommates a few weeks ago. They get along very well, but they are very different from each other. Mary is a very quiet person; she likes to go to bed early at night. Mary doesn't go to parties because she doesn't drink or smoke. She is also a very shy person, and doesn't have many friends. Susie is just the opposite; she is a very outgoing person, she is never shy, and she has many friends. Susie loves to go to parties and stay up late at night.

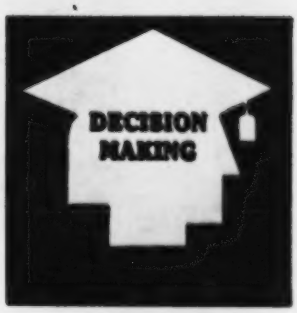
Sometimes Susie invites her friends to come to her room, and they stay up late at night, drinking and smoking and talking. Mary enjoys Susie's friends because they talk to her and they are nice to her, but sometimes she becomes very tired and wants to go to sleep. But Mary is afraid to say anything about this to Susie, because she likes Susie and wants to be her friend.

Yesterday, Mary fell asleep in class three times because she didn't get to sleep until 2:00 a.m. The teacher told Mary that if she could not stay awake in class, she would fail the course.

Mary decides to _____

_____

_____



DECISION MAKING SITUATION

Bob is an auto mechanic at Straight-enline Garage, Inc. He is earning $15,000 a year. He enjoys the chance to work on different makes of car and seeing people satisfied with his work. He has a Z28, Honda Goldwing, and a speed boat. His parents want him to quit his job and go to college and become a mechanical engineer. When he graduates, Bob would be making $30,000 a year. School costs would require Bob to give up his car, motorcycle and boat. School also requires a lot of reading and studying and Bob would have to give up working on cars for a while.

Bob decides to _____

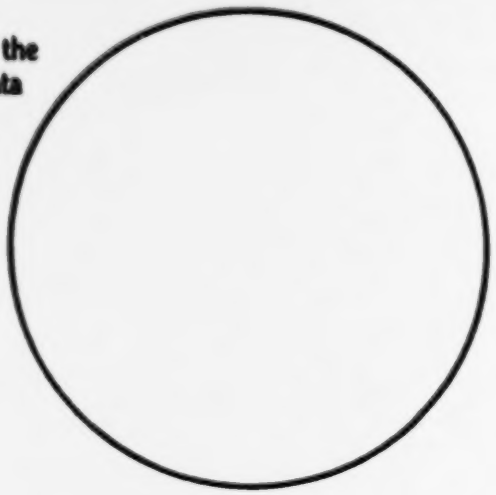
_____

_____

SUMMARY FOR SCIENCE

People Tasks	Data Tasks	Things Tasks	Idea Tasks

Indicate your best estimate of the percentage of people tasks, data tasks, things tasks, and idea tasks in this circle.



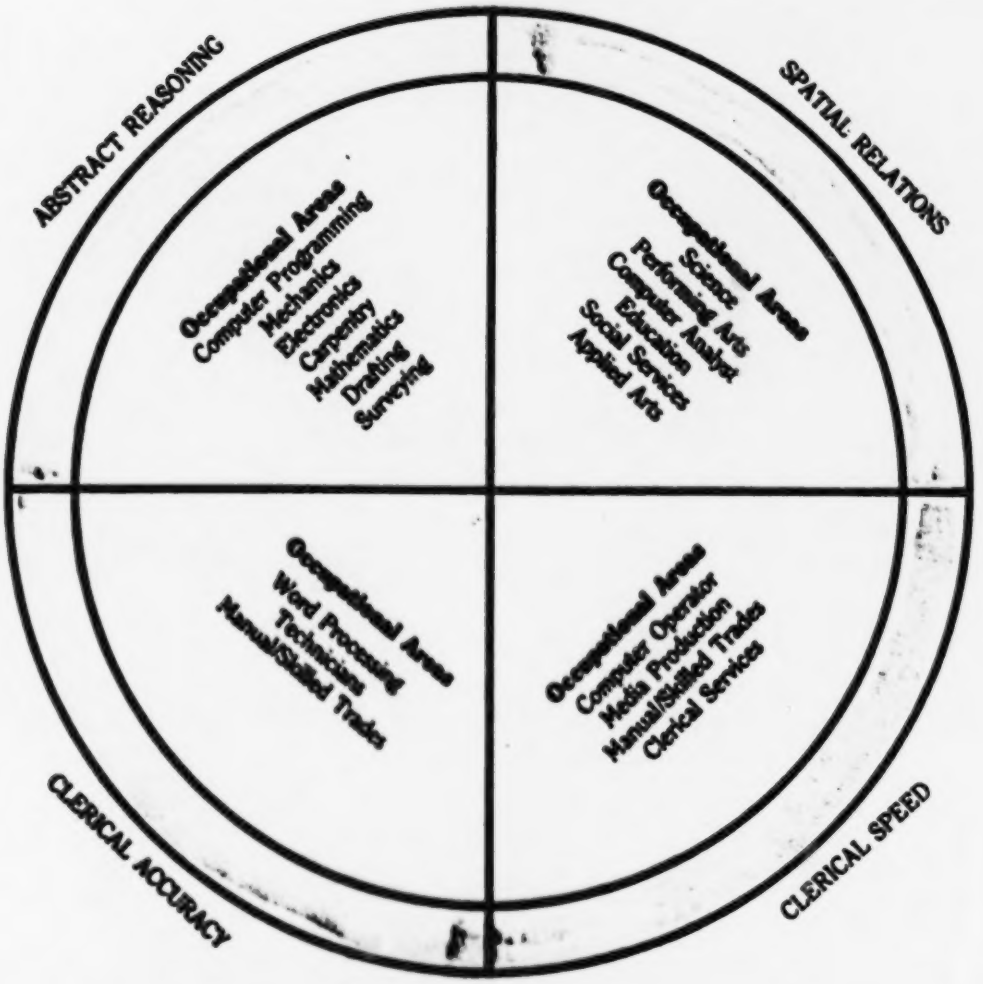
Aptitude Profile
Differential Aptitude Test

Student _____

Social Security Number _____

Counselor _____

Group _____



Code ☑ 99-80 A relative strength for you which indicates high aptitude, an area of potential occupational success.

Code ☐ 75-25 An area of average aptitude which can be developed into an occupational choice.

Code ☐ 20-1 A relative weakness for you which indicates low aptitude, an area which needs to be further developed before having occupational promise.

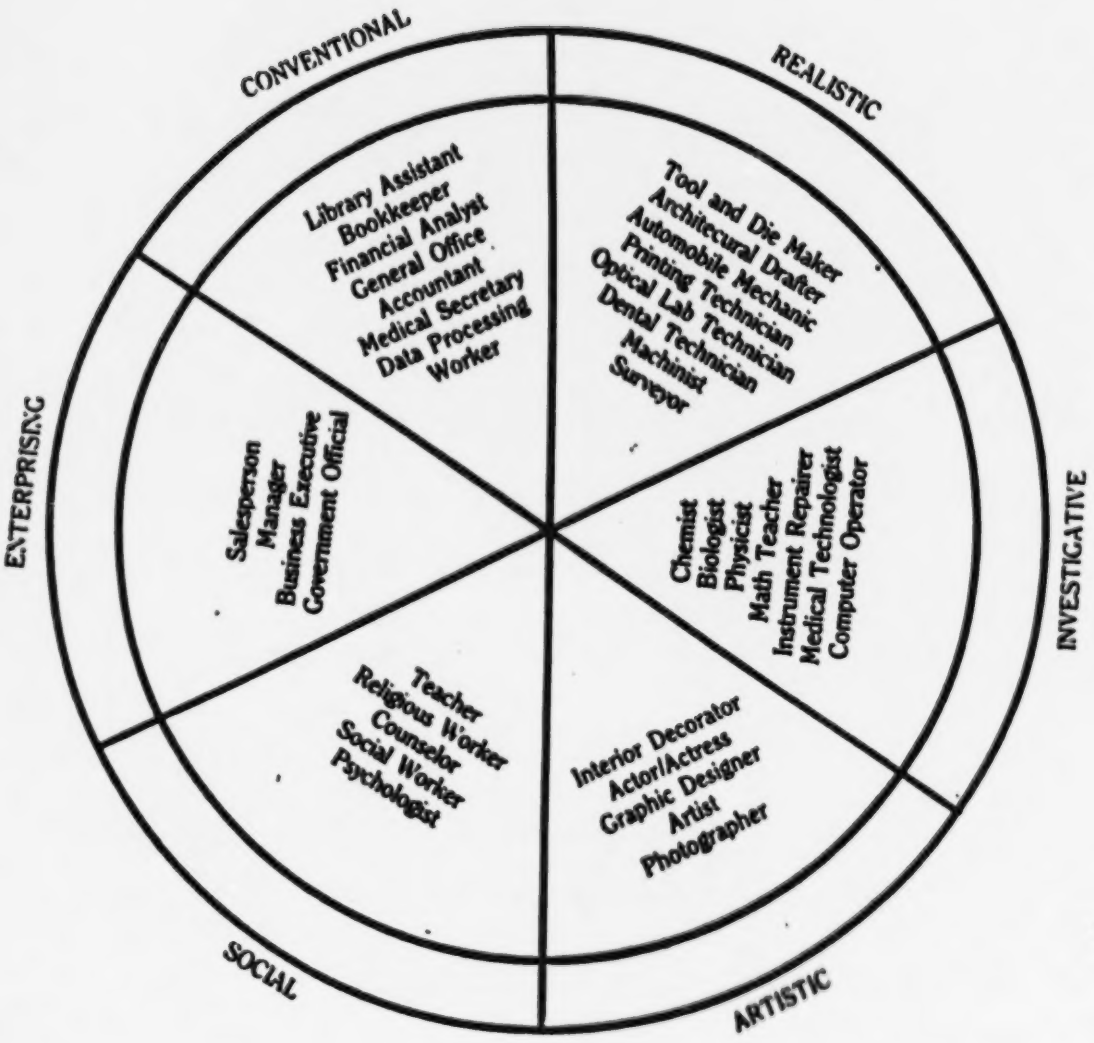
Occupational Interest Profile
Holland Self-Directed Search

Student _____

Social Security Number _____

Counselor _____

Group _____



SAMPLE

STUDENT REVIEW JULY 12-18-1987

Student Name: _____ EYF Counselor's Name _____

1. ATTENDANCE: (comes to class, counseling sessions, optional activities)

   Comments:

2. PROGRAM PARTICIPATION: (pays attention to class discussion and volunteers answers)

   Comments:

3. COMPLETION OF ASSIGNED TASKS: (finishes Log each day and finishes worksheets in class)

   Comments:

4. TECHNICAL AWARENESS: (positive attitude toward the tech classroom experience, actively participates in lab)

   Comments:

5. PERSONAL/SOCIAL AWARENESS: (positive attitude toward others)

   Comments:

6. Overall student benefit from participation in Explore Your Future

   (circle) (low) 1 2 3 4 5 (high)

   Comments:

_____ _____

Counselor's Signature Date Student's Signature

Name _____ Group _____

Counselor _____ Date _____

Student Interest and Aptitude Profile

I. Interest - Holland Self-Directed Search Form E. The inventory showed my *three* highest interest areas to be:

	INTEREST AREA	SOME JOBS RELATED TO INTEREST AREA
1.	_____	_____
2.	_____	_____
3.	_____	_____

II. Aptitude - Differential Aptitude Tests

Clerical Speed and Accuracy (CSA)
Spatial Relations (SR)
Abstract Reasoning (AR)

WRITE YOUR SCORE AND PUT A CHECK (✓) IN THE AREA THAT MATCHES YOUR SCORE

	HIGH	AVERAGE	BELOW AVERAGE	CAREER AREAS
CSA _____	_____	_____	_____	_____
SR _____	_____	_____	_____	_____
AR _____	_____	_____	_____	_____

III. Technical Awareness

1. I am interested in the following technical areas: (Please list in order of your preference.)

	MOST INTERESTED	MODERATELY INTERESTED	INTERESTED	SOMEWHAT INTERESTED	LEAST INTERESTED
Business	_____	_____	_____	_____	_____
Computer Science	_____	_____	_____	_____	_____
Science	_____	_____	_____	_____	_____
Engineering	_____	_____	_____	_____	_____
Visual Communication	_____	_____	_____	_____	_____

IV. Past Experience: The high school courses that I have my highest grades in are:

1. _____ 4. _____
2. _____ 5. _____
3. _____ 6. _____

2. The tests suggest these as possible career areas.

A. _____

B. _____

C. _____

3. My high school courses suggest these possible career areas.

A. _____

B. _____

C. _____

4. My hobbies suggest these possible career areas.

A. _____

B. _____

C. _____

5. What do I need to discuss with my parents?

_____

_____

_____

_____

6. What do I need to discuss with my high school counselors?

_____

_____

_____

_____

7. What do I need to discuss with my VR?

_____

_____

_____

_____

The high school courses that I do not do as well in are:

1. _____ 4. _____

2. _____ 5. _____

3. _____ 6. _____

V. Hobbies: The things that I do when I have free time are:

1. _____ 4. _____

2. _____ 5. _____

3. _____ 6. _____

VI. Career Areas that I'm most interested in involve

People _____

Date _____

Things _____

Ideas _____

or combinations of the following areas. (Write in these areas.)

_____

_____

_____

VII. Putting it all together: The tests, your high school courses, and hobbies indicate the following career areas possible for you.

1. _____

2. _____

3. _____

Rochester Institute of Technology

National Technical Institute for the Deaf

One Lomb Memorial Drive
Post Office Box 9887
Rochester, New York 14623-0887
716-475-6705

STUDENT PROGRAM APPLICATION
EXPLORE YOUR FUTURE
July 8 - 15, 1989

Please complete this application and have one letter of recommendation from either your Vocational Rehabilitation or school counselor sent to Jean Bondi-Wolcott, Coordinator of "Explore Your Future" at the National Technical Institute for the Deaf. The deadline for application, letter of recommendation and application fee ($50.00) is May 15, 1989. No student will be accepted until they have met all of the application requirements. Program fee (in addition to the application fee of $50.00) is $300.00 due to NTID by June 1, 1989.

Student's Name _____ S.S. # _____ Age____ Sex____

Home Address _____

City/Town _____ State_____ Zip_____

Home Phone: Voice ( ) _____ TDD ( ) _____

School _____

A. Student Applicant

Write in the space below a brief statement explaining why you want to attend the "Explore Your Future" program (25 words or less).

_____ _____

Signature of Student Applicant Date

B. Parents

1. Please write in the space below a brief statement concerning what benefits your child would derive by attending this program.

2. Please indicate who will pay the program fee of $300.00 which is due to NTID by June 1, 1989.

_____ Parent _____ School _____ Community Civic Group Scholarship (e.g., Lion's, Quota Club)

_____ Vocational Rehabilitation*

*Data will be collected on all students. *Parents of Vocational Rehabilitation clients - Your signature signifies approval of the release of evaluation data to your child's Vocational Rehabilitation Counselor. Information release is a Vocational Rehabilitation requirement when they are supporting the student.*

_____ _____

Signature of Parent Date

C. **Counselor** (Vocational Rehabilitation and/or School)

Counselor's Name _____

Counselor's Address _____

_____ State_____ Zip_____

Counselor's Telephone: Voice ( ) _____ TDD ( ) _____

There are four criteria for admission to NTID's "Explore Your Future" program. The school or Vocational Rehabilitation counselor must check (✓) to show that the applicant meets the following requirements.

_____ 1. Has a severe to profound hearing loss and need for educational support.

_____ 2. Demonstrates an educational background that shows a probability for success in a technical postsecondary program, including a strong aptitude for math and science.

_____ 3. Exhibits personal and social maturity.

_____ 4. Has successfully completed his/her junior year of high school and has indicated an interest in technological education.

_____ _____

Signature of VR Counselor (for clients of Vocational Rehabilitation) Date

_____ _____

Signature of School Counselor Date

Please address all correspondence, checks and inquiries related to the "Explore Your Future" (EYF) program to:

Jean Bondi-Wolcott, Coordinator of EYF
Rochester Institute of Technology
National Technical Institute for the Deaf
One Lomb Memorial Drive
Post Office Box 9887
Rochester, New York 14623-0887
(716) 475-6705 (Voice/TDD)

ACCEPTANCE INTO THE "EXPLORE YOUR FUTURE" PROGRAM IS NOT ACCEPTANCE FOR ADMISSION TO NTID/RIT.

Special Education Funding Alert

➤ **Transitional Programs for Handicapped Youth** The Education Department's Office of Special Education and Rehabilitative Services has announced funding priorities for its secondary education and transitional services for handicapped youth program, according to the Feb. 23 Federal Register.

OSERS will fund the following types of programs:

➤ Collaborative transitional projects between state and local education agencies and adult service providers;

➤ Projects that teach handicapped youth to develop interpersonal contacts; and

➤ Projects that provide mainstreamed learning disabled and mildly handicapped students with job training.

Eligibility: State and local education agencies, public and private nonprofit institutions or agencies

Contact: William Halloran or Linda Glidewell, Office of Special Education Programs, Education Department, 400 Maryland Ave. SW, Switzer Bldg., Room 3094, Washington, D.C. 20202, (202)245-9720.

➤ **Research in Education of the Handicapped** The Education Department's Office of Special Education Programs has announced biennial funding priorities for its research in the education of the handicapped, according to the March 10 Federal Register.

ED will fund projects focusing on home and school cooperation in social and motivational development; the impact of effective school reforms on handicapped students; and research on special education and related service personnel shortages.

Fiscal 1988 competitions for each priority will be announced in August. Closing dates for 1987 competitions already have passed.

Contact: Linda Glidewell, Office of Special Education Programs, Education Department, 400 Maryland Ave. SW, Switzer Bldg., Room 3094, Washington, D.C. 20202, (202)732-1099.

➤ **Handicapped Special Studies Program** The Education Department's Office of Special Education Programs will fund studies on the impact of programs administered under the Education of the Handicapped Act, according to the March 17 Federal Register.

Eligibility: State education agencies

Amount: About eight awards, ranging from $50,000 to $150,000, will be granted.

Deadline: May 4

Contact: Susan Sanchez, Research Projects Branch, Division of Innovation and Development, Office of Special Education Programs, Education Department, 400 Maryland Ave. SW, Switzer Bldg., Room 3904, Washington, D.C. 20202, (202)732-1117.

BEST COPY AVAILABLE

DAILY LOG

Name: _____

Group: _____ Date: _____

Directions: Please answer the following questions. Think about your experiences today.

1. Look at your schedule. List the counseling classes, technical exploration and evening events in which you participated.

Day	Evening
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____

2. Which *two* Day activities did you enjoy the most? Explain.

_____

_____

_____

3. Which Evening event did you enjoy the most? Explain.

_____

_____

_____

4. What one word describes how you feel today?

5. Is there anything else you want to tell us? Explain.

_____

_____

_____

Please give this completed log to your discussion leader.